DOCUMENT RESUME

ED 185 156 **UD 020 343**

AUTHOR	Modest, John: And Others
TITLE	Human & Racial Awareness.
INSTITUTION	Lexington Public Schools, Mass.
PUB DATE	79
NOTE	78p.: Not available in paper copy due to broken print
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cultural Activities; Cultural Awareness; Group Activities; *Intergroup Relations; Intermediate Grades; *Learning Activities; *Multicultural Education; *Program Guides; Racial Relations; *Teaching Guides

ABSTRACT

This curriculum guide describes activities for fifth and sixth grade students to enhance their awareness of intergroup similarities and intragroup differences. The activities, which include games, discussions, and experiments, can be used by teachers to help students deal with conflictive interpersonal situations. The goal of the program is to help children function appropriately in a multicultural, multiethnic, and multiracial world. Follow-up activities, books, films, and filmstrips are recommended. (Author/MK)

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HUMAN & RACIAL AWARENESS

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Workshop in the Social Studies 1979

Theme of Grade VI:

Man's acts of inquiry, creativity, and expression evolve from and influence his culture

Title:

HUMAN AND RACIAL AWARENESS

Developed in the summers of 1978 and 1979 by:

John Modest, METCO Coordinator and Chairperson

Dale Bengtson
Pauline Black
Prudence Gay
Marie Harleston
David Horton
Gloria Markham
Dorothy O'Connor
Gretchen Underwood
Idola Williams

Frances Gardella, Secretary
Rachel Pankins, Secretary

LEXINGTON PUBLIC SCHOOLS
LEXINGTON, MASSACHUSETTS

John H. Lawson
Superintendent of Schools

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INTRODUCTION

Rationale:

Teachers today are being challenged as never before to be creative and innovative in an area that has been somewhat neglected in the past --- interpersonal relationships. Many of us are, and have always been, aware of the importance of a child's self-concept. However, there have been limited structured guidance, support, and materials to help teachers deal with the racial aspect of a child's self-image as an area of learning within the classroom. Because of the interdependent world in which we live, as well as the racial diversity of our country, this need is a vital one.

Augmenting the moral and ethical issues are the state and federal statutes 766, 622, and Title IX. These statutes reflect the observations of particular groups who have experienced prejudice or discrimination based on factors beyond the individual's control. These laws support the need for us to be accepting and tolerant of human differences, while respecting our own.

Individual teachers have developed their own activities to help their students understand racial differences. They, as well as others, have been aware of the lack of and need for a system-wide racial awareness program in the Lexington Public Schools. The Summer Workshop of 1979 responded to that strong interest and need with a systematic program to enable children to explore their feelings in regard to race and what the implications might be for themselves and for all people everywhere.

Teachers may understandably question why the child's racial development is not the responsibility of the home, place of worship, or other community services. One reply might be the following quote from James A. Banks and Jean D. Grambs:

> Research suggests that teachers, next to parents, are the most significant others in children's lives, and that classroom teachers play an important role in the formation of children's attitudes and predispositions. A study by Davidson and Lang (1960) indicated that the assessment that a child makes of himself is related to the assessment "significant people"make of him. The study demonstrated that a child's self-appraisal is significantly related to his perception of his teacher's feelings. Further, the more positive the child's perception of his teacher's feeling, the better was his academic achievement and classroom behavior as rated by his teachers.
>
> In both subtle and overt ways, teachers influence their students' racial feelings and self-perceptions.*

If we would take a moment to reflect on teachers who made an impression on us in the past, which as a result affected the course of our lives or the manner in which we assess ourselves, it might become more apparent how the same process is

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*Black Self-Concept --- Implications for Education and Social Science, McGraw-Hill, New York, 1972, p. 13.

occurring with those we educate today.

What in essence are teachers being asked to do? Mainly we are being asked to TRY --- not to be perfect or to be everything to every child. It is essential to develop our innate sensitivities about verbal and non-verbal communication toward our students which transmit our respect and belief in their right and ability to learn. One of the main reasons we became educators was because we care and wanted to make a positive impact on the learning experiences of our students.

The world that these children are learning in and about is definitely multi-cultural, multi-ethnic, and multi-racial. The concept of a pluralistic approach has always been implied in the classroom orientation of teachers. If we compare children to seeds then we are being asked to utilize pluralistic concepts in a more explicit way so that the seeds will become plants --- big, beautiful, healthy plants for all to behold. What is being asked is that we make sure that the seeds receive serious consideration and consistent care so that they do not remain just seeds but become flowers in a multi-colored bouquet.

We need to make a serious self-assessmentof how we are relating to our students and whether each one is receiving respect for his or her uniqueness and receiving encouragement to use his or her fullest potential. Teachers have been trained for years to be aware of the psychological, emotional, and intellectual components of the child's functioning. It is imperative that we try to maximize our skills and abilities to reach each child according to the same three components. The accomplishment of this goal may entail the need to learn additional information about different cultures, values and/or beliefs.

Human and Racial Awareness has been developed to aid in the process. It should be mentioned that Human and Racial Awareness was not the first or only attempt to provide teachers with curriculum materials. Below is a summary of earlier efforts which have all contributed in some way to the writing of this manual.

HISTORY:

The concern and commitment of a group of Bowman School parents have been significant in bringing into being Human and Racial Awareness. Their concern and commitment evolved from their feeling that Lexington school children are largely insulated from the effects of racial prejudice, do not experience it first hand, and yet may still grow up with the legacy of prejudice and discrimination which affects all people regardless of their race, socio-economic level, and neighborhood. Each parent also felt a responsibility to the METCO community within Lexington's schools and wished to improve the interaction of all students being educated here.

During the 1977-78 school year, the parents took their concerns to the central administration and to Lexington's METCO department to seek support for the concept of initiating such a program. They learned that both groups were greatly interested, although presently lacking in time and staff to implement the suggestion. The parents then became directly involved by thoroughly researching the topic, studying many programs, collecting materials, and finally by assembling a curriculum that was piloted by two Bowman sixth grade teachers. This same curriculum remains as the core of Human and Racial Awareness.

The activities of Human and Racial Awareness draw heavily from a curriculum developed by the Lincoln Filene Center: Affire Curriculum (no date), Project Director Jon E. Kaiser. Some Lexington teachers participated in the original

of this curriculum and an adaptation has been in use at Estabrook School since the early 1970's.

Two other major sources of the activities in Human and Racial Awareness are: Manual of Activities for Cultural Pluralism, Framingham Public Schools, Summer 1977; and Multicultural Resource Handbook, vol. II; John R. Browne, Director, The Public Schools of Brookline, 1977.

While this traces the immediate origins of Human and Racial Awareness, two earlier programs and efforts influenced and contributed to Lexington's social studies curriculum in this general area.

Of primary significance is the work of The Concerned Black Citizens of Lexington, Inc., which urged and prompted the idea that studies of black history and racial awareness need to be included in the curriculum of the schools. The Social Studies Summer Workshop of 1976 responded by writing, An Idea Booklet of Activities and Resources to be Used With the Study of Black Americans. The booklet is comprised of sets of activities and resources to help students share in the Black experience. This booklet is located in each of our elementary schools.

Another resource has been the materials developed in the 1960's by the Lincoln Filene Center at Tufts University. The first of these is a "Lower Grade Unit on Intergroup Relations" by Joseph C. Grannis. It was circulated in September 1968 to all Lexington elementary teachers by Rudolph Fobert as a unit on "multi-racial materials and text material."

A later version of the Grannis materials is included in the Lincoln Filene Center's The Intergroup Relations Curriculum, vols. I and II (1969). Written by John Gibson, these volumes are a report to the U. S. Office of Education on the complete curriculum. Some Lexington teachers participated in its development and have used it in their classrooms.

DESCRIPTION AND GOALS:

Human and Racial Awareness consists of stimulating activities for fifth and sixth grade students which involve the use of games, discussions, experiments, or a combination of the above. In order to further enhance the learning, there are follow-up activities, books, films, and filmstrips. In addition, there are variations of the original activities to be used at the discretion of the teacher.

It is hoped that these learning opportunities will help students to be more aware of inter-group similarities and intragroup differences. Such knowledge will raise the students' racial awareness and enhance their ability to discuss and learn from conflictive interpersonal situations in which they may be involved. These materials may help teachers to handle such situations, as well as provide them with a frame of reference more relevant to the modern world. They can, thereby, offer their classes a more complete educational experience in the demanding and complex society in which we live. In addition, it is strongly hoped that Human and Racial Awareness addresses the concerns of parents that the Lexington schools help their children to function more appropriately in a multi-cultural, multi-ethnic, and multi-racial world.

III

IMPLEMENTATION:

The activities in Human and Racial Awareness have been grouped under the following topics:

I. Individual Similarities and Differences.
II. Group Membership
III. Prejudice
IV. Discrimination

Since we believe that prejudice and discrimination are difficult concepts to grasp without an understanding of the first two concepts, teachers are urged to follow the topics in order and not to omit any of them. There is a suggested sequence of activities. However, the sequence may be rearranged.

Human and Racial Awareness is written as a series of experiences for children. The original material was piloted by the Bowman teachers on a one-hour per week basis. It is suggested that this same schedule be used with Human and Racial Awareness. However, it can be successfully conducted on a more frequent basis.

We are greatly indebted to Bowman parents Joy Buchfirer, Leonora Feeney, Marcia Griffith, Ellen Michelman, Anne Pardo, and Nancy Seasholes for their determination, high level of commitment, the quality of the material they assembled, and for the hours of time they gave to directly assisting the teachers in implementing and evaluating the pilot program.

HUMAN AND RACIAL AWARENESS

THEME of GRADE VI: Man's acts of inquiry, creativity, and expression evolve from and influence his culture.

PHASE I: People view other people in a variety of ways.

TOPIC 1: Individual Similarities and Differences

GENERALIZATION: People are individuals with distinct personalities and physical characteristics.

TOPIC 2: Group Membership

GENERALIZATION: People are members of groups.

TOPIC 3: Prejudice: Preconceptions, Distorted or Insufficient Information, Stereotyping

GENERALIZATION: People hold incorrect assumptions about other people.

PHASE II: People act on their assumptions.

TOPIC 4: Discrimination

GENERALIZATION: People are capable of rejecting and excluding other people.

RACIAL AWARENESS
PHASE I

PEOPLE VIEW OTHER PEOPLE IN A VARIETY OF WAYS

Topic 1: Individual Similarities and Differences

Generalization: People are individuals with distinct personalities and physical characteristics.

Activity 1: THE POTATO GAME

Objectivies:

1) To recognize that although potatoes of the same variety have certain basic similarities, each one can be distinguished by individual differences.

2) To apply this principle to people, i.e., that although people are members of the same species, each person can be identified by unique characteristics.

Materials:

Potatoes (one for each student)

Consecutively numbered flat toothpicks equal to the number of potatoes

Consecutively lettered pieces of paper equal to the number of potatoes

Procedure:

1) Ask each student to bring in a potato. Collect and redistribute the potatoes. (Teacher may want to supply potatoes.)

2) Each student examines his/her potato with the idea that he/she would later have to pick it out from all the other potatoes.

3) The numbered ends of the toothpicks are poked into each potato by the teacher. The teacher tells the students the number that was poked into their potatoes. The students may wish to record their numbers.

4) Collect the potatoes in a large bag.

5) Spread the consecutively lettered papers on tables. Place each potato on a piece of paper.

6) Have students circulate among the tables. Students should try to identify their potatoes and then return to their seats and write down the letters.

7) Call out the letter for each potato. After the students claim their potatoes, the toothpicks are pulled out to verify identification.

8) Assemble the students in a discussion circle and discuss the following questions about the potato activity.

   a) What do all potatoes have in common? What is similar about all potatoes?

   b) In what ways are all potatoes different?

   c) In studying your potato, what did you look for that would help you distinguish it from all other potatoes?

   d) If you were unable to find your potato, what made it impossible for you to do so?

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9) Change the emphasis of the discussion to the consideration of people by asking the following questions:

   a) What are some other things which have certain basic similarities, but are individually different, e.g., apples, marbles, grains of sand, snowflakes, etc.?

   b) Are there any ways in which most people are similar?

   c) What then are the characteristics that allow us to distinguish among people or that allow us to tell one person from another?

      (Suggestion: Try to include in the discussion some personality traits such as honesty, kindness, etc.)

   d) What is the purpose of the potato game?

Follow-up Activities:

1) Make posters illustrating differences within a natural grouping, e.g., flowers, leaves, rocks, seashells, Eskimos, Native Americans, teenagers, etc.

2) Movie: People Are Different and Alike
   Boston State College Film Library
   11 min.
   Coronet Films
   65 E. Southwater St.
   Chicago, Illinois 60601

Topic 1: Individual Similarities and Differences

Generalization: People are individuals with distinct personalties and physical characteristics.

Activity 2: I'VE GOT TO HAND IT TO YOU

Objectives:

1) To recognize that skin colors are not a standard color, e.g., black, red, white, yellow.

2) To learn the reasons for variation in skin color, i.e., about melanin, carotene and other contributing factors.

3) To recognize that the colors generally used to describe races, i.e., black, red, white, yellow, are not accurate labels.

Materials:

1) Sets of water colors and water dishes, preferably one for every two students.

2) Paintbrush for each student.

3) White drawing paper ($8\frac{1}{2}$ x 11), one sheet for each student, plus extra.

4) Masking tape.

5) Book - The Color of Man by Robert Cohen. New York, Random House, 1968.

6) Optional - Photographs of hands available from CRC.

Procedure:

1) Instruct students to outline one of their own hands on the sheet of paper by holding their pencils vertically.

   Suggestion: Student's name should be written on back of paper.

2) Ask students to examine the back of their hands and to replicate it as accurately as possible with the watercolors. Thirty to forty-five minutes should be allowed for this part of the activity.

   Suggestion: You may wish to consult the art teacher concerning the wash technique as a possible method for painting pictures of hands.

3) Have students display the painted hands in a group on a wall.

4) Assemble students in a discussion circle, and have them examine the hand paintings.

5) Discuss the following questions:

   a) Was it easy or difficult to match the color of your hand? Why?

   b) When you painted your hands, what colors did you see?

   c) Does anyone have any idea why color varies from person to person?

6) Write the words "melanin" and "carotene" on the board. Read or paraphrase pages 4-9 of the book, The Color of Man. Share the pictures on pages 7, 66-67, 95, frontispiece, and the pages following the index as examples of the information found in the text.

7) Discuss:

   How accurate are the colors black, red, white, and yellow in describing groups of people?

8) Refer to ECIDUJERP PREJUDICE: Either Way it Doesn't Make Sense by Irene Pandel Gersten and Betsy Bliss, Franklin Watts, Inc., 1974, page 7, "Labeling" as a concluding statement.

9) Have the students write individual evaluations by asking them the following questions:

   a) Why do you think we did this activity?

   b) What did you learn from it?

Impact on Students:

1) In the pilot study it was found that there was a tendency by some children to spend a lot of time including details of their hands in their paintings. It is important to keep the objectives in perspective by concentrating on the color.

2) Some children may be sensitive to reproducing their skin color or drawing their hands.

Variations:

1) The teacher may introduce color photographs and a traced hand to children who demonstrate anxiety about drawing their own hand. Each child will select one photograph and reproduce the skin color. The teacher should continue from step 3 of the procedure.

2) Teacher may wish to use cray-pas.

3) Students may paint pictures of each other's hands or feet.

Follow-up Activities:

1) Cut out hands, display as mobiles / leaves of trees.

2) View the film - The Color of Man available from:

Mass. Film and Media
Service Cooperative at
Fitchburg State College
160 Pearl St.
Fitchburg, MA 01420
(617) 345-0166

3) Make collages showing people of various colors.

4) Form a small group to do research on the topic of origins and variations in skin color. Other groups may wish to create myths and compare them with the reports.

5) Bring in examples of pigmentation in other natural items to show that many of them vary in color, e.g., different flowers, birds, leaves.

Topic 1: Individual Similarities and Differences

Generalization: People are individuals with distinct personalities and physical characteristics.

Activity 3: INSIDE ME

Objectives:

1) To understand that all people have basic similarities and differences and some characteristics cannot be changed.

2) To recognize that more than physical characteristics should be considered when assessing individuals.

Materials:

Blackboard and chalk or overhead projector

Procedure:

1) Have each student list five characteristics of himself/herself. By citing examples, indicate that these characteristics may be either physical or personality traits, e.g., brown hair, friendly.

2) Have the students indicate beside each item whether it would be true for:

   a) a lot of other people
   b) some other people
   c) no other people

3) Write the headings SAME and DIFFERENT on the board or overhead projector.

4) Have the children name features that people generally have in common. List them under the "SAME" heading.

5) Follow the same procedure for the "DIFFERENT" column.

   (Suggestion: Try to elicit both physical and personality traits in the formulation of the lists.)

6) Lead a discussion based on the following questions:

   a) What features are we born with?

   b) What features can we change and how can we change them? (dieting, bleaching, surgery, etc.)

   c) Can we change our thoughts and feelings? How?

   d) What do you think is most important about a person? Why?

   e) If you were blind, what would be important to you about other people?

7) Create a cinquain with the class using descriptive words generated from the discussion; then have students write their own cinquains.

Writing Cinquains

A cinquain is a short five-line poem. Writing cinquains is like painting word pictures. The poet describes the subject of his or her poem in a few well-chosen, descriptive words. Here are some rules to follow:

1. The first line of a cinquain is only one word. It gives the subject.
2. The second line is two words that describe the subject.
3. The third line is three words that express an action.
4. The fourth line is four words that express a feeling.
5. The fifth line is one word that gives the poet's idea about the subject.

Read the following cinquains carefully. Perhaps they will give you some ideas for writing your own.

City
Tuneful crowd
Honks, hums, blares
Sounds blending into one
Orchestra

People
Curious creations
Changing, fighting, sharing
Angry, gentle, harsh, kind
Us

Follow-up Activity:

"Inside Me" can be combined with "It Happened to Me" in a single one-hour session. In the pilot program this format was followed and it was found to be a natural and profitable progression.

Topic 1: Individual Similarities and Differences

Generalization: People are individuals with distinct personalities and physical characteristics.

Activity 4: IT HAPPENED TO ME

Objectives:

1) To recognize that everyone has had the experience of being different.

2) To contribute positively to a group experience by sharing verbally with others.

3) To be more receptive to people whose experience or customs are unfamiliar.

Materials:

If at all possible, enlist other adults to serve as leaders. This exercise is most effective with small groups.

Procedure:

1) Divide the children into groups of 5-7.

2) Ask the following question of each group: When have you experienced being different and how did you feel about it?*

3) Encourage each child to share an experience within the group so that at the conclusion of the activity the children will have a better understanding of what it is like to be different.

4) Combine the small groups and encourage the children to share experiences that were expressed in the small groups.

Impact on Students:

Students loved this activity and found the sharing of personal experiences to be fascinating. The major impact was that students learned to empathize with other students when they felt different.

Follow-up Activities:

1) Develop one of the shared experiences into a role play situation.

2) Read the short book, I Wonder Why....by Shirley Burden, Doubleday, 1963.

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*Suggest that they think about times when they felt good or bad. Examples: Your birthday party, being a messenger, religious celebration, being a new student.

APPENDIX to Topic 1: Individual Similarities and Differences

To the teacher: We encourage teachers to read this for background or use directly with the class.

BASIC READING I: ORIGINS

Archaeology has given us much information about the first humans, including the current theory that humans are not descended from apes.[1.] Despite recent discoveries, we only have theories about the skeletons that have been found. Also, the skeletons do not tell us anything about skin color. Scientists however, have developed some interesting theories.

The earliest archaeological finds of human remains have been in tropical lands; specifically, in Tanzania, Africa. Current scientific thinking is that the first humans appeared in a warm region. Since humans have no thick coat of fur, it definitely would have been easier to survive in a warm place. People who live in warm lands have medium to dark colored skin. From this information, scientists have concluded that the first men and women were probably dark-skinned, too.

There is evidence to show that these early humans began working together. Thus they could hunt and trap more food. Their numbers increased, so they began to spread out to provide for the needs of their people. As some groups migrated great distances, it became difficult to get together again. As people moved north, the need for dark skin lessened. This is due to the sunlight being weaker ormore diffuse the further north or south you travel from the equator. Over thousands of years skin color became lighter in those parts of the world. People who continued to live near the equator were exposed to more direct and stronger sunlight. These people, therefore, remained dark-skinned.[2.]

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1. Leakey, Richard. Origins, E. P. Dutton, 1977
2. Cohen, Robert. The Color of Man, Random House, 1968.

Topic 2: Group Membership

Generalization: People are members of groups

Activity 1: WHERE AM I?

Objective: To understand what is meant by the terms minority and majority groups:

a) in visual terms
b) as they apply to groups outside of the activity

Materials:

4½" x 6" piece of manila paper - one per student. (A sheet of 9" x 12" cut in fourths).
12" x 18" white construction paper - one per student
Colored construction paper various colors - two different colors per student - each 9" x 12"
Scissors
Paste
Pictures suitable for class display showing groups with minority members as well as majority members, e.g., male/female, black/white, young/old, in uniform/not in uniform. If possible, some pictures should have more than one minority represented.

Suggested picture resource: Words and Action: Role-Playing Photo-Problems for Young Children by Fannie and George Shaftel. Holt, Rinehart, and Winston, Inc., New York, London, Toronto, 1967. Available at Bowman School IMC.

Procedure:

1) Have visual props on display, such as red beads and yellow squares. Using these props, explain the terms majority and minority.

2) Hand out materials to the students (if this hasn't been done prior to starting the activity).

3) Instruct the students to:

a) Draw a figure with a simple shape on the 4½ x 6" manila paper as a model. Trace the shape four times on each sheet of the colored paper for a total of eight.

b) Cut out the eight figures

c) Have the children paste five of their figures on the white paper leaving space for the three figures they will gain from trading.

d) Have children trade the remaining three figures with two or three people whose figures are distinctly different in shape and paste them on the white construction paper.

4) Discuss the following questions:

   a) Look at your resulting collage and decide which figure is in the majority - and which figure(s) in the minority.

   b) How did you decide which are the majority and minority figures? Elicit definitions of these terms.

   c) Hold up a student collage and ask which figure is in the majority. In the minority?

   d) Who has a collage where the minority figure just shown is the majority? Hold up both collages. Post them if possible. Repeat questions (c) and (d) until you are sure the students have the concept that the majority in one case can be the minority in another. Have students relate these concepts to groups of people.

5) Show the pictures described under "Materials" to the class. What are the minorities and majorities in these pictures?

6) Ask children the following:

   What have you learned about majority and minority groups from this activity?

Variation: Procedures 5 and 6 might be saved for a second session.

Follow-up Activities:

1) Show film, Brotherhood of Man. 10½ minutes in color. An animated cartoon which explains how people of all races are essentially alike. Age levels from 4th grade up. Rental price - $10.00. Contact B'nai Brith Wholesome Film Center, Inc., 20 Melrose St., Boston, MA 02116. Telephone: 426-0155.

Topic 2: Group Membership

Generalization: People are members of groups

Activity 2: ALL ABOARD - A Two-Part Activity

Objectives:

To recognize that:

1) Everyone is a member of some minority groups and majority groups.

2) Some group memberships can be changed, others not.

3) A person's worth cannot be determined by group membership.

Materials:

Paper for sign-up sheets; pencil for each student.

Procedure: Part I

1) Each paper should have a specific group heading and be posted in a convenient place around the room.

   Suggested Group Headings:

   Freckles, Plays an Instrument, Female, Blue-eyed, Hayden Members, Curly Hair, Asian Ancestors, African Ancestors, Spanish Speaking, Softball Team, Dark-skinned (as you view yourself in your race), Protestant, Light-skinned (as you view yourself in your race), Youngest Child in Family, Short, European Ancestors, Straight Hair, Oldest Child in Family, Brown-Eyed, Male, Tall, Middle Child in Family, Catholic, Jewish, Left-handed, Right-handed, Boys' or Girls' Clubs.

2) Students move around the room in a clockwise manner and sign their names on papers to which they belong. Allow approximately 10 minutes.

3) If possible, schedule Part I before a recess. We don't want students to share the groupings. Instruct students not to discuss the groupings. Instruct students not to discuss the groups they chose. Remove papers from the wall.

Procedure: Part II

1) Assemble students. Select ten group headings that would lend themselves to a class discussion. Choose those headings that, in your classroom, reflect the concept of minority group/majority group membership and which would not embarrass students when called to the front of the room. Read the lists one at a time and ask the students to come to the front of the room. Have the rest of the class guess to what group they belong.

2) Discussion questions:

a) How many students were members of two groups? Three or more?

b) Were you with all the same people in each of these groups?

c) All boys stand (count them); all girls stand (count them). Which is the majority group? The minority group? All left-handed people stand (count them). Right-handed people stand. (Count them). Again, which is majority and minority? Have the blue-eyed and brown-eyed groups stand. (Count them). Identify majority and minority.

d) How do you become a member of a group? (Possible responses: born into it; married into it; inherited the trait; chose it; forced into it, etc. Have students give examples of groups from each of these categories.)

e) With which groups do you have a choice to change membership? With which groups don't you have a choice? (Try to get at the distinction between different types of groups.)

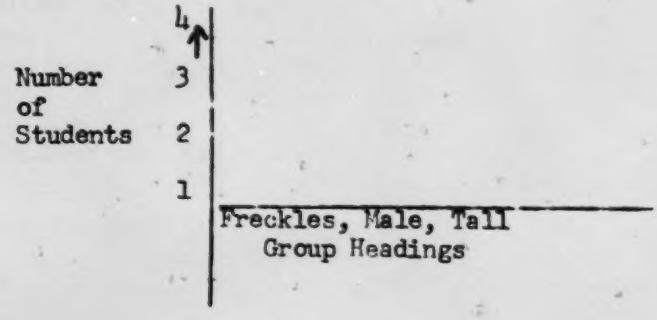
f) Teacher should explain that minority and majority membership is relative. Although you may be in the minority in your class, you are part of the majority in your family or at your place of worship, etc.

g) What are you able to learn about a person from his/her membership in a particular group? For example, what can you tell about a person because he is left-handed, wears glasses, etc? When you know one person, what does it tell you about the others? (People do make assumptions about you by the group you belong to. When is it good?)

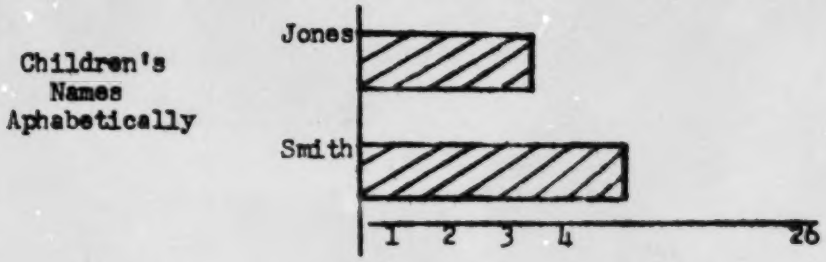
h) How might your knowledge of minority and majority group membership help people understand others? (A person's worth cannot be determined by group membership.)

Follow-up Activities:

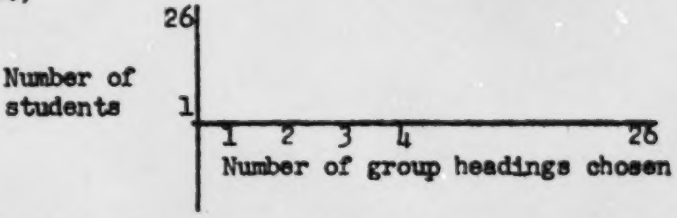
1) Graph group headings with number of students who have signed up under those group headings.



2) Graph children's names with number of group headings under which they signed. List children's names alphabetically on vertical axis. List number of groups that they signed up for on horizontal axis.



3) Graph number of group headings chosen with the number of students who chose them. (How many students signed up for 1 group, 2 groups, etc.)



4) Film: Hand in Hand. 90 minutes black and white. A deeply sensitive friendship between an 8-year-old Catholic boy and a 7-year-old Jewish girl. It presents important values of brotherhood and inter-faith understanding. From:

Wholesome Film Center
20 Melrose St.
Boston, MA

Telephone: 542-4977

APPENDIX to Topic 2: Group Membership

To the teacher: We encourage teachers to read this for background information and a suggestion for material to use with the students.

AFRICAN KINGDOMS

The rich and illustrious history of the continent of Africa has been systematically lost, ignored and distorted in the writings of Western civilization. It is important to present an accurate version of this history.

Advanced kingdoms flourished in Africa during one period. Organized cities thrived in Egypt and Kush while bands of unsettled people were still roaming throughout Europe.

In order to share this information with students, it is suggested that teachers use the Golden Legacy History Magazine, Ancient African Kingdoms (available from CRC).

Suggested field trip: Peabody Museum to view West African art.

Topic 3: Prejudice; Preconceptions

Generalizations: People hold incorrect assumptions about other people.

Activity 1: PROOF IN THE PUDDING

Objective: To recognize that preconceptions influence perceptions, e.g., judgments may be made on the basis of outward appearances, especially color.

Materials: Instant vanilla pudding - four small boxes - half gallon of milk - five common food flavorings, such as: orange and grapefruit juice concentrate, lemon juice, peppermint, anise or cinnamon, box of food colorings, six popsicle sticks per student, six bowls, twelve cups, and one recording form for each student. See page 19.

Procedure: (Do steps 1-3 before class time.)

1) Prepare six bowls of pudding. Using the food coloring and flavorings, vary the puddings. Make sure that the taste does not match the color, e.g., green pudding does not taste like lime. Number the bowls from 1-6. Make a master list of correct flavors.

2) Place the numbered bowls of pudding at different points around the room.

3) By each bowl place two cups. Leave one cup empty and place one popsicle stick for each child in the second cup.

4) Introduce the activity by explaining that it will help us to understand and learn how we form opinions about people. Stress that there are no right answers, they will be discussing the activity at the end, and you are hoping that they will find the pudding experience to be fun.

5) Distribute a recording form to each student.

6) Divide class into six groups.

7) Assign each group to a bowl of pudding.

8) Give the students the following directions:

   a) At each bowl, record next to the corresponding number on your record sheet, the color and expected flavor of the pudding.

   b) Take a popsicle stick and taste the pudding.

   c) Record the actual flavor without discussing it.

   d) Place the used popsicle stick in the empty cup.

9) Use a signal to rotate the student groups until they have tasted all the puddings.

10) While the students are forming a discussion group, write the bowl numbers 1-6 across the top of the chalkboard with two columns under each number:

(1) Expected Flavor and (2) Flavor after Tasting

11) Under each bowl number, list the student responses.

12) For puddings for which there are large discrepancies in choice of flavor, ask:

a) On what basis did you make your decision?

b) How did color affect your decision?

c) What are some other instances when people make decisions based on appearances? (e.g., People's characters or roles by their clothing, whether it will rain based on appearance of the sky.)

d) In what way do we judge people by their outward appearance?

e) When is it valid to judge by outward appearances?

f) When isn't it o.k. to judge by outward appearances or what kind of judgments bother you? (When the quality associated with the outward appearance isn't based on sufficient factual information.)

13) Conclude the activity by re-stating the objectives of the lesson in student terms.

Impact on Students:

Students recognized that their choices of flavors were influenced by color and that people in general judge other people by their color. However, it was not clear whether the students recognized that they themselves did this in real life situations.

Variation:

1) Leave all the pudding vanilla and vary the color only.

2) Have one group that would benefit from working together help the teacher make the pudding. They will observe the activity.

Name _____

PROOF IN THE PUDDING RECORDING FORM

BOWL NUMBER	COLOR	EXPECTED FLAVOR	FLAVOR AFTER TASTING
1			
2			
3			
4			
5			
6			

Topic 3: Prejudice: Preconceptions

Generalization: People hold incorrect assumptions about other people.

Activity 2: LET'S MAKE A DEAL

Objectives:

1) Judgments are often made on the basis of preconceived ideas.

2) The more information you have, the more capable you are of making valid decisions.

Materials:

Four boxes (different sizes and shapes)
Four kinds of wrapping paper (one plain)
Four prizes:
1) a brick
2) a comb
3) a 50¢ McDonald's gift certificate
4) an old shoe

Procedure:

1) Wrap McDonald's certificate in the smallest box with the plain paper.

2) Wrap the remaining prizes with colorful wrapping paper in the other boxes.

3) Select four participants from the class to play, "Let's Make a Deal". Encourage the players to handle and study each of the boxes. Have the first participant select one of the four boxes. Continue the selection process until all of the boxes have been chosen. Ask the participants if they would like to trade with one another.

4) Ask the participants if they are satisfied with their boxes. Have them explain why or why not.

5) Have each player predict what is in his/her box.

6) Open the boxes one at a time.

7) Discuss:

   a) Were you surprised by what you found? Why?

   b) Do we sometimes judge people based on their wrappings? How? When?

   c) What might be the danger in making this type of judgment?

8) Restate the objectives in order to emphasize to the students that their selections were based on preconceptions and that additional factual information can often enhance your ability to make valid decisions.

Topic 3: Prejudice: Distorted or Insufficient Information

Generalization: People hold incorrect assumptions about other people.

Activity 3: CHECK IT OUT

Objective: To understand that judgments are often made on the basis of insufficient information.

Materials:

Words and Action: Role-Playing, Photo-Problems for Young Children by Fannie and George Shaftel, Holt, Rinehart and Winston, Inc., 1967, Pictures 13, 17, 20. Available from Bowman School I.M.C.

Procedure:

1) Show one of the Words and Action pictures and ask the children to write a story describing what is happening in the picture as well as what the people are feeling.

2) Have the children volunteer to read their responses.

3) Lead a discussion focusing on why there might be so many different responses when everyone is looking at the same picture.

4) Tell the students what the photographer thought was happening in the pictures.

Picture 13. Mother has bought her older daughter a new dress. The younger child is deeply envious of her older sister, because she seldom gets a new dress of her own. Nearly all of her clothing consists of hand-me-downs from her big sister.

Picture 17. Two children who both want the teacher's attention at the same time. The teacher doesn't know to whom to pay attention.

Picture 20. A new child is entering school after the school year has started. The teacher is introducing him to the class and trying to make him more comfortable.

5) Ask: Can you give any examples of how people are judged on insufficient information? Why do you think it would or would not be fair to judge people on insufficient information? (Suggestion: You may want to define the word "insufficient" for the class.)

Variations:

1) Use Moods and Emotions: Teaching Pictures. David C. Cook Publishing Co., Elgin, Illinois 60120, c. 1970. Pictures 2, 4, 7, 12, 16

Available from Maria Hastings School I.M.C.
Write your own interpretation of these pictures and use them in the same manner as above.

2) Use the Moods and Emotions pictures without predetermined endings to show that when you have insufficient information, it is difficult to make appropriate judgments.

3) Read the beginning of a story to the class and have the children compose endings. After they have shared and compared them to the actual ending, lead a discussion to show that when you have insufficient information, many judgments can be made.

Topic 3: Prejudice: Distorted or Insufficient Information

Generalisation: People hold incorrect assumptions about other people.

Activity 4: PASS IT ON

Objective: To demonstrate how statements can be changed or distorted as they are passed from one person to another.

Materials: None

Procedure:

1) The teacher whispers a statement to a student who in turn whispers it to the next child. Continue in this way until the message has been passed around the class. The last child to receive the message repeats it aloud. The teacher then states the original message.

   Suggestion: The statement should be 10-15 words in length. Some examples are:*

2) Lead a discussion using the following:

   a) Discuss the content of the final message. Did it end up as it started?

   b) If it changed, how did it change?

   c) Why did it change?

   d) Can you think of examples when rumors have been untrue?

   e) What effects have false rumors caused?

   f) What do you do about it?

Follow-up Activity:

Suggest to students that when they become aware of a rumor being spread, they bring it to class. Help them track it as close to the original source as possible, in order to demonstrate how statements are changed and distorted.

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*(Teacher's name) was seen putting bubble gum under the chairs in the library.
(Teacher's name) wears a toupee and has holes in his socks.
(Teacher's name) chews tobacco after dinner in order to help her relax.

Topic 3: Prejudice and Stereotyping

Generalization: People hold incorrect assumptions about other people

Activity 5: HOUSE FOR SALE

Objective: To empathize with people who experience prejudice

Materials: Pencil, paper, paragraph to be read by teacher, pictures of families representing different racial and ethnic groups. Paragraph as follows:

"The Jones family liked its home very much. They had worked hard to make it a nice, comfortable place to live. Then some new people moved next door to them. This disturbed the Joneses so much that they now want to sell their home and move away from the neighborhood."

Procedure:

1) Divide class into small groups.

2) Read paragraph to students.

3) Give one picture of a family to each group.

4) Tell students to pretend that they are a child in the family which just moved in next to the Joneses.

5) Ask the children to write a story through the eyes of a child based on the situation in the paragraph, using the following as guidelines:

   a) What there is about your family that caused the Joneses to want to move away, e.g., your race, nationality, or religion.

   b) What your feelings were when you found out that the Joneses didn't want to live next door to you.

   c) What a neighbor who didn't agree with the Joneses might say to you to help you in the situation.

   d) What you might do as a child in the family to change the Joneses assumptions about you and your family.

6) On another day share stories either in small groups or total class.

7) Direct classroom discussion so that the following are identified:

-The feelings of the child and the family
-Kinds of resolutions to the situation
-Variety of characteristics ascribed to the characters in the story
-Stereotypes students wrote about
-Descriptive words children used to identify feelings

8) Your feelings if this had happened to you

Follow-up Activity:

A good book for students to read is: The Other Side of the Fence by Molly Cone, 1967.

Topic 3: Prejudice: Stereotyping

Generalization: People hold incorrect assumptions about other people.

Activity 6: FIRST IMPRESSIONS

Objective: To recognize that people's outward appearances do not necessarily indicate what they are really like.

Materials: Polaroid camera and color film
Opaque projector
Recording forms (See page 28)
Three guests of different ethnic or racial groups. For suggestions of possible participants, call any of workshop members.
Suggestion: Have the guests dress as they would for a job interview. Share the procedures of the activity with the guests.

Procedure:

1) Take photographs of each guest (head and shoulders) prior to the class lesson. Designate each photograph by a letter.

2) Show pictures one at a time on opaque projector and have students write their first impressions on the recording form. (Allow approximately 5 minutes for each photograph).

3) Introduce the guests one at a time and encourage the students to get to know them as individuals by asking questions about their backgrounds.

4) After the guests have departed, discuss the following questions:

   a) How did you feel when you first saw the person?

   b) What are some of the things you could not find out by just looking? (Or, what can't you see in a person?)

   c) What was the difference between what the guests said and what you thought they might say?

   d) Did your first feelings change after you talked to the person?

   e) Has this ever happened to you before, i.e., that first impressions changed after having talked to someone?

5) Have students write or discuss the point of the activity. Restate the objective on a student level.

Impact on Students:

Many of the students' answers showed that they held racial and sexist stereotypes, especially in terms of the kind of work people do.

Several students admitted that although they weren't sure that they would like the people, they did after meeting them. They also said that the people were "different" from what they had expected.

The students appeared to enjoy this activity. We feel that, although the activity takes a lot of pre-planning and organization, it is one especially effective way of meeting the stated objective.

Variations:

1) Instead of using recording forms, have students write a paragraph about their impressions of the person in the picture, including such things as racial/cultural background, family life, work, unique qualities of the individuals, etc.

2) Use slides or color photos of people the teacher knows and have the students write impressions about them. After they have recorded their responses, tell them about the people.

First Impressions Recording Form

Directions:

For each photograph shown to the class, fill out a recording form. Indicate on each form the letter of the photograph you are describing. If you recognize the person in the photograph, don't say anything but still fill out the recording form. You need not put your name on the form.

Person (letter) that corresponds to photograph.

1) What do you think is the national/racial heritage of this person?

2) Where do you think this person lives?

3) Describe his/her neighborhood.

4) What kind of work do you think this person does?

5) What type of food do you think the person likes?

6) What do you think the person likes to do for fun?

7) Do you think you would like the person? Why?

8) What else can you tell about this person just by looking at the photo?

Topic 3: Prejudice: Stereotyping

Generalization: People hold incorrect assumptions about other people.

Activity 7: THE BLACK THUMB

Objective: To understand that stereotypes can be misleading.

Materials: Film - "The Black Thumb"
(See Bibliography, "Audio Visual Materials")

Procedure:

1) Begin the activity by leading a discussion about the meaning of stereotyping. Orient the students to the film by telling them to focus on how the people think, what they believe, and the attitudes and feelings they display.

2) Show the film.

3) Discuss the following questions:

   a) What kind of impressions do you have of this white couple?

   b) What was the street corner scene about?

   c) What happened when the White man came upon the Black man in the garden?

   d) What was the Black man's response?

   e) What was the point of the film?

4) The film can be shown a second time after the discussion so that those who may have missed the message the first time can have the opportunity to see it in the light of the class discussion.

Impact on Students:

This was a very successful activity. The students seemed to get every point and discussed them with enthusiasm.

Variation:

You may want to stop the film when the Black man stands up to respond to the salesman's question, "Is the man of the house at home?" Ask the students to predict what is going to happen next. Finish showing the film and continue with step #3 of the procedure.

Follow-up Activities:

View the sound filmstrips, What Is Prejudice and Exploding the Myths of Prejudice, c. 1969, Warren Schloat Productions, Inc., Pleasantville, N.Y. 10570. See manuals for ideas.

APPENDIX to Topic 3: Prejudice

To the teacher:

INTRODUCTION TO SLAVERY

The following series of readings is not intended to be a complete history of slavery; rather it is designed to destroy some common misconceptions concerning slavery. The readings are meant to be used by the children and activities such as art projects, dramatizations, essays, research projects and debates may be used to reinforce the main concepts.

Additional student resources (available from CRC):

The Golden Legacy History Magazines on Harriet Tubman, Joseph Cinque, Frederick Douglass, and Robert Smalls

Suggested topics for research:

The Feudal System

Life on a Slave Ship

The Underground Railroad

Slave Rebellions

BASIC READING II: EARLY HISTORY OF SLAVERY

Food became more plentiful when wandering bands of gatherers and hunters discovered how to plant, raise, and harvest crops. As a consequence, a large labor force was required to do this work. It then became profitable for people to take prisoners from battles rather than to slay them. The prisoners would fulfill the demand for labor.

Many cultures throughout history have employed a variety of forms of slavery. Race or color seldom played a role. The entire Jewish nation was in captivity and enslaved in Egypt for more than four hundred years. Slaves built the pyramids in ancient Egypt as well as many of the buildings of ancient Greece and Rome. Christian slaves were forced to fight wild animals in the arena for the pleasure of Roman emperors. During the Middle Ages, wealthy European lords used a form of slavery in order to have sufficient labor to farm massive plots of land called manors. Africans enslaved other Africans. Indians enslaved other Indians. Slavery was common in China. By the time Black slavery began, the practice of slavery already had a long history.

Over five hundred years ago, Europeans explored the west coast of Africa. They were looking for new trade routes to the East. These Portuguese and Spanish explorers soon found it profitable to capture Africans to be the slaves of rich European families.

During the 16th and 17th centuries, several European countries began establishing colonies in the New World. These colonies provided an excellent opportunity for the slave traders to expand their business. Soon, the Dutch, French, and English were fighting the Portuguese and Spanish for what they considered to be the right to buy and sell human beings. Along the

western coast of Africa, many slave trading companies traded with several large, powerful tribes. These tribes had dealt in slavery for many years and willingly sold their own slaves to the European traders. When all of their slaves were gone, tribal wars broke out in order to keep the traders supplied. When the tribes were no longer capable of providing slaves, the European traders began seizing their former African suppliers and selling them as slaves. So began one of the cruelest forms of slavery.

SLAVERY IN THE NEW WORLD

The New World colonies began to grow. Mining operations in Latin America expanded and sugar plantations in the Caribbean showed good profits. As these businesses thrived, they demanded more and more people to do the work. The mine and plantation owners first enslaved Native Americans for the needed manpower. Because they were nomadic gatherers and hunters, they proved unsuitable to meet the long, hard hours their masters forced them to work. They fell ill to many new diseases brought by the Europeans. As these slaves died in large numbers, mine and plantation owners in Latin America turned to Africa for slaves.

At this time in North America, the need for slaves was not so great. In 1619, the Dutch delivered the first cargo of twenty black slaves to John Rolfe and his neighbors in Virginia. Virginia plantation owners bought a few slaves during the next fifty years to work with white servants on their tobacco estates. Maryland, the Carolinas, and Georgia followed Virginia's example and began buying slaves from the slave traders.

THE SLAVE SHIPS?

On the ships carrying them from Africa, the slaves experienced numbing horror. The ships were unbelievably crowded, often with less than four feet between decks. Food, water, and sanitation were often poor or

missing. The stench of illness and death was everywhere. Diseases such as small pox, dysentery and scurvy often killed many of the slaves while on ship or soon after they arrived. In fact, with the poor health conditions, the overcrowding, the beatings, and even suicide possibly ahead of them, African slaves had less than a fifty per cent chance of crossing the ocean and becoming healthy workers in the New World. Of those who lived, some were maimed by chains and beatings, but all had scars in their memories because of the slave ships.

In order tounderstand how people could have been so cruel that they wanted to buy, sell, and use other human beings as if they were objects, we must look at how they thought. These early European traders did not feel they were doing wrong. They had the Christian Church behind them. They explained to anyone who criticized them, "We are helping the African. We are making him more civilized, and we are giving him the true religion." They were blind, we now know, to how civilized and intelligent the Africans were.

SLAVERY A BIG BUSINESS

The reason for slavery was money. The more slaves the traders could bring to the New World, the more money everyone could make. Between 1700 and 1800, the slave trade became a very big business. About seven million slaves were imported during the 1700s, and another four million from 1800-1850. The plantation system continued to grow until the plantation owners' whole way of life depended upon slavery. The New World had tarnished itself with the Old World's ugly institution of slavery.

BASIC READING III: AGRICULTURAL SYSTEM IN THE DEVELOPMENT OF THE SOUTH

As the New World colonies grew, so did the demand for their goods in Old World Europe. The Spanish colonies in Latin America produced enormous amounts of wealth from gold and silver mines. English, Dutch and French colonies scattered on the many islands of the Caribbean produced sugar and other spices for wealthy European tables in North America. Tobacco, cotton, corn and hemp were all products from both large plantations and small farms.

WHY PLANTATIONS?

To meet the demands of sugar, cotton, and tobacco, some farms were forced to increase production. The large plantation was born. Here one man could own and control large amounts of land and its products. While most of the plantation owners found it necessary to live in or near their holdings, a few were able to live in cities and have overseers run their plantations for them.

WHY SLAVES?

Though land was plentiful, the labor needed to farm it was not. Free people seldom wanted to work for the wages plantation owners were willing to pay; therefore, owners turned to others for their workers. In some cases, Europeans living in poverty or persons from debtors jails were brought to the New World by the plantation owners. Unfortunately, there weren't enough of these people, and their demands for wages and living conditions were higher than the owners were willing to pay. As a result, the plantation and farm owners were forced to turn to others for labor.

Remember that the Black people of Africa had served European households as servants for several hundred years. There also seemed to be an almost limitless supply. European slave traders began bringing many shiploads of Africans to the New World. They first were used on the large sugar and spice

plantations of the Caribbean. But soon they were being imported to the tobacco and cotton plantations of the southern United States.

The average plantation consisted of approximately 25 slaves. Larger plantations had more slaves but there were also small farms where there was just the master and one or two slaves.

SLAVE LIFE

Some Hollywood movies picture happy slaves with loving masters. But most plantations were not like the movies. All plantation owners expected their slaves to work, sunrise to sunset, at least six days a week. To make certain slaves did enough work, masters often hired overseers who carried and used large whips. Some large plantation owners made their field slaves work 18 hours a day, seven days a week.

Our history is full of stories of extreme cruelty. Slaves were sometimes worked to death or left to die in swamps or fields. Certain owners raised slaves like animals to sell on the slave market. Slave families were often broken up with the children going to one owner, the mother to another, the father to another. What could slaves do when they faced such injustice? Very little. African slaves in North America, unlike free workers, could make no demands. They had few rights and little protection from the law. If slaves tried to run away, failed to obey an order, struck or insulted a white person, they were immediately punished. "Trouble-makers" might be terribly beaten as an example for other slaves to remember.

BASIC READING IV: THE END OF SLAVERY, Part 1

FREE MEN

Some slaves did become freemen. A few saved enough money some way or other so that they could buy their freedom. Certain masters' wills gave loyal slaves their freedom when the masters died. Slaves could use another way to gain freedom. They could run away from their owners. Many slaves escaped into the North, the West, even into Canada. Slaves as well as runaways worked together in planning escapes and signaled each other of their plans by the singing of spirituals which contained concealed messages. Persons opposed to slavery set up an "Underground Railroad" which consisted of a number of homes where escaping slaves could hide before being passed on. But no matter how they became free, they weren't really free.

RESTRICTIONS

An ex-slave could not go everywhere. Many public places denied them entrance. They could not get certain jobs. Nor could they enter many schools or colleges. North Carolina prohibited them from traveling more than a few miles from where they were freed. Several states passed laws that would not allow freed black men to enter. In many places a group of freed blacks lost the American right to freely assemble in a group, even when the purpose was to hold a church service. Wherever they went, the ex-slaves had to carry their freedom papers at all times. If they lost or forgot these papers and were stopped, they could be held as runaway slaves and sold at a public auction.

Hundreds of other laws restricted the freed man's "freedom". In court, cases could not be heard against a white man. If they lacked the money to pay fines, they could be sold back into slavery. Some freed men were even kidnapped and their freedom papers were burned. Then then, too, were sold back into slavery.

Any free black man who got a job, a home, and a family had his daily happiness shattered by something unjust. For example, he had to pay taxes

to support the white man's courts and schools, but the white man treated him unfairly in court and didn't want the black man's children to go to school with his children. And wherever the free ex-slave went, he had a white person looking at his skin color in such a way that sometimes he even began believing that he was inferior because he was black.

ABOLITIONISTS

Some white Americans opposed slavery from the beginning. They believed that no man had the right to own another man. These people grew in numbers; particularly, in the North, as our nation began to grow. As more people saw how cruel and inhumane slavery was, the ranks of those opposed to slavery grew. Those people who actively worked to end slavery were called Abolitionists because they wished to abolish or end slavery. They became active during the 1830s in the years before the Civil War. In Northern states these Abolitionists worked to set up the "Underground Railroad." They put pressure on government officials to change slavery laws.

REBELLIONS

Because of the conditions under which slaves were forced to live, sometimes they organized rebellions against their masters. One of the many hundreds of rebellions, was the famous Nat Turner Rebellion of 1831. Nat Turner, an educated slave, organized a group of 70 slaves and then killed Turner's owner and 60 other whites in the state of Virginia. But the whites caught up with them and massacred many innocent slaves as well as Turner and his followers. This most spectacular rebellion demonstrated the anger slaves felt toward their masters and what they sometimes did to try to win their freedom.

BASIC READING V: THE END OF SLAVERY, Part 2

While slavery grew in the South during the early 1800s, organized opposition to it grew from Northerners, ex-slaves, and the slaves themselves. By this time, the decision had been made to keep slavery as an institution in the American South even though most other areas of the New World had eliminated it. Within this country, the differences between the North and South continued to grow. While slavery was one of the issues that divided the country, it was not the only one.

CIVIL WAR

The South had a rural economy which depended mainly upon agriculture. There was less industry than in the North. Southerners had to import almost all manufactured goods from cloth to machinery. The North, a strong industrial area, protected itself by passing tariffs which heavily taxed all industrial goods coming from Europe. These taxes angered the Southerners greatly because they had to pay more for almost everything they bought. Southerners also feared that the rapidly growing Northern and Western sections of the country would get control of the government in Washington. Slave-holders were convinced that Northerners and Westerners would first stop slavery's spread across the country and then would pass laws abolishing slavery. The result of this conflict between the rural, slave-holding South and the industrial, free North was that all Southern states left the Union by 1861. These seceding states set up a new government for the Confederate States of America.

Abraham Lincoln, the newly elected President of the United States government, declared that he would do everything in his power to hold the nation together. But a bloody Civil War broke out in which brother fought brother and brother killed brother. President Lincoln's Civil War goal was not to free the slaves but to bring the rebellious Southern states back into the Union.

PHASE II

PEOPLE ACT ON THEIR ASSUMPTIONS

Topic 4: Discrimination

Generalization: People are capable of rejecting and excluding other people.

Activity 1: EQUAL OPPORTUNITY - PART I

Objective: To empathize with victims of discrimination.

Materials: Lists of Biased and Impartial Questions

Note: Part I is a lesson in which some students will assume the role of job interviewer while others will assume the role of applicant for that job. It is essential that the two groups of applicants (see Procedure 5) do not know that they will be interviewed differently, i.e., one impartially and the other with biased slant. This will lead to a more meaningful discussion of the feelings of victims of discrimination.

Procedure:

1) Explain to the class the purpose of an interview - and how it fits into the employment world.

2) Divide class into two groups.

   a) Make Group I the interviewers.

   b) Make Group II the applicants.

3) Assemble the interviewers privately and instruct one half to interview with a positive encouraging attitude (impartial technique).

4) Instruct the other half to interview with a negative discouraging attitude (biased technique). (See list for biased and impartial interviewing questions).

5) Count off applicants by 2's. (All 1's will be interviewed by the biased interviewers. All 2's will be interviewed by the impartial interviewers).

6) The applicants will be interviewed for a position of Physical Education teacher. Have applicants brainstorm a role description of a Physical Education teacher to give them a basis for responding to the questions of the interviewer.

7) Interviewers will interview simultaneously for approximately ten minutes.

8) Have students re-assemble and ask how many feel they got the job and why. How many of you are 1's? How many are 2's?

9) How many felt they did not get the job and why? How many of you are 1's? How many are 2's?

10) Discuss how people felt being interviewed.

11) Discuss how people felt about interviewing.

12) Select one interviewer and one applicant from each group to role-play their respective interviews. This will allow all students to hear both interview styles.

13) What might you (the students) have done if this had been a real situation and you had not gotten the job because of discrimination? Explain that laws have been passed and groups have been formed to protect employment rights of citizens: Fair Share, 9 to 5, Mass. Commission Against Discrimination, Chapter 622 and Title IX (no discrimination on basis of race, sex, color, religion, national origin, age or handicap).

Follow-up Activity:

1) Research the function of the groups that protect the rights of people in housing and employment.

2) Invite a representative of one of the above groups to speak to the class. Mass. Commission Against Discrimination, 1 Ashburton Place, Boston, MA 02108. Telephone: 727-3990

Biased Interview Questions (for the 1's)

1) Int.: I can't read your application. What's your name again?

Appl: (Response)
Int.: What nationality is that?
Appl.: (Response).

2) Int.: Tell me what your experience has been for this job.
Appl.: (Response)
Int.: Gee, that's not too much.
Appl.: (Possible responses here).

3) Int.: How did you learn about this job?
Appl.: (Response)
Int.: You mean you hadn't heard about it before?
Appl.: (Response)

4) Int.: What special talents do you bring to this job?
Appl.: (Response)
Int.: Anything else? or That's all?

5) Int.: Do you think a female or male could do this job better?
Appl.: (Response)

6) Int.: What do you think would be a fair salary?
Appl.: (Response)
Int.: That sounds like a lot.

7) Int.: We have a lot of applicants and we're not sure when we're going to decide. (Interviewer dismisses applicant). We'll be in touch.
Appl.: (Response)

(End of interview)

Impartial Interview Questions (for the 2's)

1) Int.: You filled out the application well. You obviously spent a lot of time on it.

Appl.: (Response)

2) Int.: Tell me what your experience has been for this job.
Appl.: (Response)
Int.: That's quite a bit. Sounds good.

3) Int.: How did you learn about this job?
Appl.: (Response)
Int.: Fine. That's a good source.

4) Int.: What special talents do you bring to this job?
Appl.: (Response)
Int.: Excellent. Very impressive! or Good for you!

5) Int.: What do you think would be a fair salary?
Appl.: (Response)
Int.: That sounds good, and is in the range we've been considering.

6) Int.: I'd like you to talk with another Physical Education teacher. May I have that person call you?
Appl.: (Response)

7) Int.: We have a lot of applicants, but you have outstanding qualifications. You seem to possess many of the qualities we are looking for.
Appl.: (Response)

(End of interview)

Topic 4: Discrimination

Generalization: People are capable of rejecting and excluding other people.

Activity 1: EQUAL OPPORTUNITY - PART II

Materials: Episode entitled, "Equal Opportunity"

Equal Opportunity

Eric was out looking for a job. He remembered that Bill's father had a sporting goods store in the next block. He went in and inquired but was turned down even though a clerk said they had a few positions open.

The next day Bill asked Eric whether he had found a job.

"I've had a lot of trouble finding a job," Eric said. "I'm sure my chances are less because I'm black. To think, I couldn't even get a job in your father's store."

That night Bill talked to his father about Eric. He said that prejudice was unfair.

Bill's father was upset. He said, "Well, Eric is black. I like him but almost all my customers are white. Hiring him would hurt my business."

Procedure:

1) Have students recall the prior experience and discussion of Part I.

2) Read or distribute copies of the episode to students. (Opaque projector may be used.)

3) What similarities of feelings can you determine between Eric's experience in looking for a job and the classroom's interviewing activity in Part I?

4) What are some of the reasons Bill could have given his father so that he would hire Eric?

5) Restate procedure 13 from Part I which refers to groups and laws which protect the rights of citizens seeking employment.

Topic 4: Discrimination

Generalization: People are capable of rejecting and excluding other people.

Activity 2: A NEW FRIEND

Objective: To empathize with victims of discrimination.

Materials:

Episode entitled, "A New Friend"

A New Friend

Emma and her family were having breakfast and talking about her day's work. Then Emma had a request to make.

"Mother," she said, "the girls are going bowling Saturday night. I'd like to have one of my friends stay overnight so that she doesn't have to go home late."

"Very good, Emma," her mother replied. "What's her name?"

"Paulette Rosenthal," answered Emma. "She is a new girl, and I like her very much."

"Rosenthal?" said Emma's mother. "She is Jewish, isn't she?"

"Yes, she is Jewish," said Emma. "What difference does that make? I like her and that is all that matters."

"Now, Emma," her father said, "your mother and I know Jews better than you. It would be better not to have the Rosenthal girl spend the night."

Procedure:

1) Read or give copy of the episode to students.

2) Reread and discuss each paragraph individually using the following questions as guidelines:

   a) What do you know about the family?

   b) What additional information do you have about Emma and her mother?

   c) How do you feel about her mother?

   d) What do you know about Paulette?

   e) Why did her mother ask that question?

f) Why does Emma feel it necessary to defend her friend?

g) What do you think her father meant by, "Now Emma, your mother and I know Jews better than you." (paragraph 7)

3) Discuss: What are some of the feelings that were expressed by Emma's parents and also by Emma?

4) What can a child do when confronted by prejudice in adults? In friends?

Follow-up Activity:

Assemble in groups of three. Write a dramatization to resolve the problem. Allow the students to write resolutions that are acts of discrimination, for the sake of argument.

Have each group share its dramatization by reading or acting it out.

Have a discussion through raising the following questions:

a) Are there any other solutions that were not portrayed?

b) Can you identify stereotypes, prejudice, and acts of discrimination in the dramatizations? Give examples.

Variations:

1) Prepare in advance the paragraphs on separate pieces of story paper. Pose as you read. Analyze.

2) Some teachers might feel more comfortable by modifying the sets of characters in the story. The "new girl" could be of a different ethnic group.

3) Re-write the story with Emma seeking permission from her parents to spend the night at the new girl's home. Use the questions under Procedure as guidelines. The letters of the questions correspond to the paragraph sequence.

Topic 4: Discrimination

Generalization: People are capable of rejecting and excluding other people.

Activity 4: EYE OF THE STORM

Objectives:

1) To understand the emotional impact of discrimination.
2) To show that a group of people may be discriminated against because it differs from another group.
3) To show some consequences of discrimination.

Materials:

Film: "Eye of the Storm" (25 minutes)
This is a film about a unique two-day experiment in discrimination conducted by a third grade teacher in a midwest agricultural community.
Rented from: Anti-Defamation League of B'nai B'rith, 72 Franklin St., Suite 504, Boston, MA 02110.
Telephone: 542-4977
Film rented from: Wholesome Film Center
20 Melrose St.
Boston, MA

Procedure:

1) Tell students that the movie is about an experiment in a third grade classroom that took place over several days. Instruct them to put themselves in the same situation as the students in the film and to think about how they would feel and react in such a situation. Also tell them to watch carefully for changes that occur in the students' behavior and feelings as the experiment progresses.
2) Show the film.
3) Discuss with the class changes that occurred in the third grade students when one group was designated as superior and the other group as inferior. Put the following headings on a chalkboard and elicit responses.

(a) Superior Group

1) Feelings of students
2) Consequences to learning and general behavior
3) Teacher behavior

(b) Inferior Group

1) Feelings of students
2) Consequences to learning and general behavior
3) Teacher behavior

(NOTE: Some student responses were: lowered self-esteem, reduced learning, broken friendships, reduced

opportunities, changed vocabulary, and fighting.)

4) Discuss with class why all of the students went along with the experiment rather than complaining or speaking out against the treatment being given or being received.

5) Identify the kinds of prejudices that developed in the classroom. List them on a chalkboard.

6) Ask the students to trace the origin of prejudices which developed, e.g., child forgets his glasses; child is dumb for forgetting his glasses; child has blue eyes; all blue-eyed children are dumb. The point to be made is that people may generalize from one example or one experience.

Follow-up Activities:

1) Briefly record a personal incident in which you have experienced discrimination. Make sure you express the feelings you had at the time. Share a personal incident.

2) Bring in newspaper and magazine articles concerning discrimination. Point out the discrimination. Make a collage or bulletin board.

3) On another day, ask the class if any other thoughts occurred to the class about the movie.

4) Have available for students to read: Ecidujerp Prejudice: Either Way It Doesn't Make Sense, Irene Fandel Gersten and Betsy Bliss. Franklin Watts, Inc., Cary Memorial Library, j301.45.

Topic 4: Discrimination

Generalization: People are capable of rejecting and excluding other people

Activity 5: THE RHYMETTES DILEMMA

Objective: To empathize with victims of discrimination

Materials:

Episode entitled, "Rhymettes"

Rhymettes

Susan's phone rang. It was Mary calling. "Susan, I feel awful. I have a high fever. I'll never be able to sing with the group at the talent show!"

"But you have to, Mary," Susan said. "We've practiced for a long time, and we're really ready!"

"Susan, I'm sorry, but I can't," Mary said.

Susan hung up. "Oh, no", she thought. It left only three days to find and train another singer. Susan called June and Ellen, the other Rhymettes, and told them the bad news.

The next day, the three girls put a notice on the school bulletin board:

Rhymettes need another performer.
Tryout at 2:00 today in the Cafeteria.

That afternoon seven girls came to try out. One girl, Betty, was better than all the others.

When the time came to discuss the tryouts, the three Rhymettes were silent. Finally June said, "Betty is a white girl. We can't have her in our group."

Ellen and Susan looked at each other.

Procedure:

1) Read or give a copy of the episode to students.

2) Organize the students into groups of three and have each group complete the episode as a dramatization which provides a

resolution to the problem. Have half the groups resolve to include Betty and half the groups resolve to exlude Betty. Emphasize that students are role-playing.

3) On another day have each group share its dramatization either by reading it as a radio script or by acting it out.

4) Have groups share their dramatizations and have a discussion raising the following questions:

   a) Are there any other solutions that weren't portrayed?

   b) Can you identify stereotypes, prejudice, and acts of discrimination in the dramatizations? Give examples.

   c) What are some of the feelings that were expressed by those who discriminated, and also by the person against whom it was directed?

Variations:

1) Some teachers might feel more comfortable by modifying the sets of characters in the story. The different characters could be -

   a) chubby
   b) ugly
   c) short
   d) tall

   The Rhymettes could be two boys and one girl or two girls and a boy.

2) In place of reading or giving a copy of the episode to students, teacher can select a group of students to act it out for the rest of the class. The selected students could either read or memorize their parts.

Follow-Up Activity:

Show film: Trumpet Player for the Combo.
Rental price - $6.00/week.
Contact Espousal Center, 554 Lexington St., Waltham, MA 02154. Telephone: 893-3465

Topic 4: Discrimination

Generalization: People are capable of rejecting and excluding other people.

Activity 6: THE POINT

Objective: To show that a member of a group may be excluded because he or she differs from others in some respect.

Materials: Record, with pictures distributed by RCA records "The Point" by Harry Nillson

Procedure:

1) Preview record. Locate some vocabulary from the story such as:

   a) involuntary celebrity

   b) cruel, unusual harassment

   c) convened the tribunal (court)

   d) banishment

2) Class listens to record and views pictures which accompany the record on opaque projector.

3) Ask the questions:

   a) How was Oblio discriminated against? (Excluded and banished from games.)
   b) What was the prejudice held by the townspeople toward Oblio? (No point on his head.)

   c) What was it about the people that made it difficult for them to change? (They were law-abiding citizens and the law is the law.)

   d) Ask the children to think of any other situation, real or imagined, where a member of a group is discriminated against because one thing about that person is different from the rest of the group.

Follow-up Activities:

1) Role-play certain points of view in the story or act out favorite parts.

2) Make illustrations to go along with the record which can be projected on an opaque or overhead projector. Children can also use write-on slides or make an animated movie strip.

3) Compose and perform songs relevant to the story line.

APPENDIX to Topic 4: Discrimination

To the teacher: We encourage teachers to read this for background or use directly with the class - Golden History Legacy Magazines, Martin Luther King, Jr. and Men of Action are available at the CRC for use with this section.

BASIC READING VI: BLACKS IN AMERICA AFTER SLAVERY

EMANCIPATION

As the Civil War progressed from 1861-1865, the abolitionists became stronger and more vocal. Their pressure and political strategies led Lincoln to issue the famous Emancipation Proclamation of 1863, which began the abolishment of all slavery. When the war ended, slavery should have been just part of history. All Black people were supposed to be "free."

But was the free slave "free"? Most Blacks had little or no education. Most important, Blacks were living in a society where White people controlled everything.

Soon, new laws were passed which further limited the Blacks' freedom. By law their residence was restricted to certain areas of most cities. Also, if Blacks quit their jobs, they could be arrested and jailed. Fines were imposed on Blacks for making speeches. It was thought that any speech would make people think of rioting. There were also fines for Blacks for making insulting gestures, missing work, violating curfew or for possessing firearms.

Congress passed three constitutional amendments which were meant to help the freed people. Amendment XIII legally abolished all slavery. Amendment XIV insured equal opportunities for all citizens, and Amendment XV began striking down many forms of discrimination. These laws were passed in the late 1860's more than a hundred years ago. Unfortunately, more than a few laws

and one hundred years are needed to change people's beliefs and prejudices. Black was still Black and, therefore, inferior and unworthy in the eyes of many Whites.

RESTRICTIONS ON BLACK MEN AND WOMEN

In many Southern states, laws governing voting requirements were passed which effectively kept almost all Blacks from being eligible to vote. Some requirements were the ability to read and write, polltax payment, and ownership of a certain amount of property.

Whites, who wished to keep the freed people "in their place," won an important decision in 1896. The Supreme Court ruled in Plessy vs. Ferguson, that segregation was not against the law if "separate but equal" facilities were provided for Whites and Non-Whites. The result? Separate but not equal schools, parks, restrooms, waiting rooms, water fountains, seats in trains and buses. Thus, by 1900, Black Americans were no longer slaves, but they were not really free.

TWENTIETH CENTURY STRUGGLES

Black Americans have worked hard to get better and better jobs. During both World War I and World War II more kinds of jobs became available. Thousands migrated from the South to the North and the West. There in the growing cities, there were better paying jobs than the sharecropping jobs under which so many had suffered in the South. But then, even as today, when people started getting laid off, Blacks could point out that, "We were the last ones hired, and now we're the first ones fired."

The year 1954 was a most important year. The Supreme Court, in Brown vs. Topeka, outlawed segregation and said "separate but equal" schools were illegal. The Court reasoned that minority Americans get bad self-images if they know they have to go to a certain school because they have a certain skin color. After this Supreme Court decision, many cities started busing

children to achieve school desegregation.

In the late 1950's and the 1960's, various Americans of all colors joined Blacks in the Civil Rights groups that were conducting protest marches and sit-in demonstrations. One of the outstanding Black leaders of this period was Dr. Martin Luther King, Jr. In 1955 he led the Blacks of Montgomery, Alabama, in a boycott which ended segregated seating on city buses. He also organized the Southern Christian Leadership Conference which stressed passive resistance to segregation laws. Dr. King quickly became the national leader of the Blacks in their struggle for Civil Rights.

In 1960 he was jailed during a Georgia sit-in. John F. Kennedy and Robert F. Kennedy telephoned Dr. King expressing concern for him. Two years later, Dr. King led a march to end segregation in Birmingham, Alabama. Police turned dogs on the Black marchers. Many Black children as well as adults were jailed. In August of that year, Dr. King conducted a march of 200,000 Black and White people to Washington, where he delivered his moving speech entitled "I Have A Dream." He was awarded the Nobel Peace Prize for his efforts to bring about better relations between races.

In April 1968, Dr. King went to Memphis, Tennessee, to support striking garbage workers, most of them Black. It was there that the man who pleaded for non-violence met violent death.

All the Civil Rights activities of the 1950's and 1960's resulted in legislation and some positive changes. For example, in 1964 President Lyndon B. Johnson signed the Civil Rights Act which outlawed racial discrimination. But there still remains a racial crisis in America. Throughout the land, Americans are divided over what should be done about helping other people survive. Riots and violence caused people to fear one another. The struggle for equality for all Americans will continue for many years to come. It has been a very difficult problem to solve. It seems to be so easy

to fly men through space to the moon, but so difficult to get people to live together on earth.

*MYTHS

1) There are pure races.

2) There is a superior race.

3) Races do not change.

4) Differences in physical racial traits are important.

5) The Negro lacks the ability to achieve top positions in society.

6) Racial mixtures produce inferior offspring.

7) The Jews are a race.

8) The white race is superior because it has developed the highest known civilization.

9) Criminals are usually dark-haired.

10) You can tell a person's nationality by his picture.

11) Negroes will soon outnumber whites.

12) Races smell different from one another.

13) Each race has different blood types.

14) Negroes make property values fall.

*Common Prejudices of Negroes and Whites
Community Consolidated Schools
District #65
Evanston, Illinois 1965

*FALLACIES

1) All black people have rhythm.

2) The white race is superior to all others.

3) All blacks are thieves.

4) Black people are lazy.

5) All Polish people are big and dumb.

6) All Italians eat spaghetti.

7) All mothers-in-law are nags.

8) People who wear horned-rimmed glasses are intellectuals.

9) All Italians are garlic-eaters.

10) All Jewish people wear heavy make-up, and pastel clothing.

11) Blacks are innately inferior in intelligence.

12) All Irishmen are hot-tempered militants.

13) All blacks have offensive body odors.

14) Black people are able to excel more in certain sports.

15) All blacks are black-skinned.

*Common Prejudices of Negroes and Whites
Community Consolidated Schools
District #65
Evanston, Illinois 196[illegible]

Glossary

1) Afro-American - an American with African ancestry.

2) anti-Semitic - intolerant actions, attitudes and beliefs toward those of the Jewish faith.

3) bias - a strong feeling about someone or something not based on experiences.

4) bigot - a person who intolerantly follows a particular set of beliefs.

5) bigotry - intolerant actions, attitudes or beliefs.

6) de facto segregation - separation of groups of people based on practice rather than law.

7) discrimination - actions or acts based on prejudice.

8) ethnic group - a group of people, racially or historically related, having a common and distinctive culture, such as people with Italian or Chinese ancestry.

9) ghetto - when peopleof the same race, religion, or culture are segregated in one section of a city, it is called a ghetto.

10) integration - bringing together groups of people who were formerly segregated.

11) labeling - to mark or name a person, based on stereotyped thinking.

12) majority - the greater part or number.

13) minority - the smaller part of a number; a number forming less than half of the whole.

14) myth - a false belief which is widely accepted.

15) Native American - original inhabitants of America, i.e., Indians.

16) prejudice - a false idea about a group of people - or things - which is held onto despite all facts to the contrary.

17) race - a major group of people whose members share some similar physical characteristics, i.e., Caucasoid, Mongoloid, Negroid.

18) racism - behavior based on the belief that one race is superior to another.

19) scapegoating - blaming another person or group for mistakes or acts of yourself or others.

Glossary
(continued)

20) segregation - separation of groups of people either legally or by common custom, e.g., by skin, color.

21) stereotyping - a fixed set of beliefs about a group which is applied to all individuals in the group, regardless of appropriateness.

22) tolerance - being patient and fair toward those whose opinions and practices are different from one's own; freedom from bigotry.

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The Color of Man - film - 12 minutes, color. Massachusetts Film and Media Service Cooperative, Fitchburg State College, 160 Pearl St., Fitchburg, Mass. 01420. Only rent. Out-of-print.

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016.301 E THE EMERGING MINORITIES IN AMERICA: A RESOURCE GUIDE FOR TEACHERS. ABC-Clio Press, 1972.
Biographical sketches of over 500 individuals who have contributed significantly to the historical and cultural development of the United States arranged by ethnic groups: Afro-Americans, Asian Americans, Native Americans, and Mexican Americans. Each section also contains a brief historical introduction to the study of the minority groups and bibliographies of sources and further reading.

028.52 K Keating, Charlotte Matthews. BUILDING BRIDGES OF UNDERSTANDING. Palo Verfe Publishing Co., 1967.
An excellent annotated bibliography of both fiction and non-fiction children's books about the various minority groups in the United States -- Negroes, American Indians, Spanish-speaking ethnic groups, Chinese Americans, Japanese-Americans, Hawaiians, Jews and other minority groups.

028.52 S Schmidt, Nancy J. CHILDREN'S BOOKS ON AFRICA AND THEIR AUTHORS: AN ANNOTATED BIBLIOGRAPHY. Africana Publishing Co., 1975.
A bibliography primarily about African people annotated both descriptively and critically; for grades K-12. Includes information on the authors.

301.097 G Gibson, John S. RACE AND CULTURE IN AMERICAN LIFE: A PROGRAM FOR ELEMENTARY SCHOOL EDUCATION. Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1967.
Provides "instructional materials and teaching strategies which can provide more effective learning...about racial and cultural diversity in American life". The Lower Grade Unit deals with patterns of human interaction in society and culture (specifically between individuals) within the context of neighborhoods and communities. The Upper Grade Unit relates issues and problems of racial and cultural diversity to the history of America. (Subunits on the American Indians and the Declaration of Independence.)

301.45 B Banks, James A. TEACHING STRATEGIES FOR ETHNIC STUDIES. Allyn & Bacon, 1975.
Part I discusses the basic instructional problems in the teaching of ethnic studies. Part II deals with the concepts, strategies, and materials about specific ethnic groups.

301.45 M Massachusetts Department of Education. Bureau of Curriculum Innovation. MINORITIES IN THE CURRICULUM; WHAT'S HAPPENING WHERE. 1969.
Describes courses and programs in use in thirty-eight Massachusetts cities and towns dealing with the study of minorities. Lists and annotates print and non-print materials available.

370.12 I Itzkoff, Seymore W. CULTURAL PLURALISM AND AMERICAN EDUCATION. International Textbook Co., 1969.
"An essay in the social and philosophical foundations of education (which)

reflects a concern for the changing character of our society. (An) attempt to find new intellectual roots for the theory of cultural pluralism."

370.19 E. Epstein, Charlotte. INTERGROUP RELATIONS FOR THE CLASSROOM TEACHER. Houghton Mifflin Co., 1968.
Various teaching situations are described and examples given of activities which can be integrated into the curriculum.

370.19 L. Landes, Ruth. CULTURE IN AMERICAN EDUCATION: ANTHROPOLOGICAL APPROACHES TO MINORITY AND DOMINANT GROUPS IN THE SCHOOLS. John Wiley & Sons, Inc., 1965.
Describes an experimental teacher-training program which emphasized an understanding of cultural traits of California minorities (Negroes and Mexican-Americans in particular).

370.19 M - McNeal, Julia. THE MULTI-RACIAL SCHOOL; A PROFESSIONAL PERSPECTIVE. Penguin 1971.
A collection of essays by British teachers which indicate their individu methods of coping with racial awareness and prejudice in their own urban primary or secondary schools.

370.19 P National School Public Relations Association. BLACK STUDIES IN SCHOOLS. NSPRA, 1970.
Results of a survey of school systems in the United States; lists and describes outstanding Black studies programs. Also includes programs dealing with prejudice, interracial relations, and other minorities.

370.19 P Peters, William. A CLASS DIVIDED. Doubleday, 1971.
Tells about an experiment in racial discrimination based on blue-eyed vs. brown-eyed pupils in a third grade Iowa classroom. Served as the basis for the film "The Eye of the Storm".

370.193 L Levine, Daniel U., editor. MODELS FOR INTEGRATED EDUCATION: ALTERNATIVE PRO GRAMS OF INTEGRATED EDUCATION IN METROPOLITAN AREAS. Charles A. Jones Publishing Co., 1971.
"Illustrations of feasible alternatives for pluralistic schooling" whic should be eligible for federal funding.

370.196 G Grambs, Jean D. INTERGROUP EDUCATION: METHODS AND MATERIALS. Prentice Hall, Inc., 1968.
Describes methods and activities for use in intergroup education. The lengthy annotated bibliography is dated.

370.196 M MULTICULTURAL EDUCATION: COMMITMENTS, ISSUES, AND EDUCATION. ASCD, 1977.
A collection of ar ticles reflecting the diverse viewpoints and backgrounds of the authors. Includes examples of activities for implementi multicultural education.

371.97 D Dunfee, Maxine. ETHNIC MODIFICATION OF THE CURRICULUM: REPORT OF A CONFERENCE ON ETHNIC MODIFICATION OF THE CURRICULUM, ST. LOUIS, MISSOURI, NOV. 20-22, 1969. ASCD, 1970.
Explores "the necessity of scrutinizing the curriculum in terms of the needs of a pluralistic society"; also discusses the need for educating teachers in the field of ethnic studies.

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372 G — Gibson, John S. INTERGROUP RELATIONS CURRICULUM: A PROGRAM FOR ELEMENTARY EDUCATION. Lincoln Filene Center for Citizenship and Public Affairs, 1969. A report in two volumes on the research and development of an elementary intergroup relations curriculum. Vol. 1 presents the background; Vol. 2, the concepts, teaching strategies, activities, and units on American Indians and the Declaration of Independence.

379.156 M — MULTI-ETHNICITY IN INTERGROUP EDUCATION. American Jewish Committee, nd. A manual prepared for use in Human Relations In-Service courses in New York City for WNYE television series "WE". Includes information about various ethnic groups and aims to produce a greater intergroup understanding.

809 R — Reid, Virginia M., editor. READING LADDERS FOR HUMAN RELATIONS. 5th edition. American Council on Education, 1972.
An annotated bibliography of books for children in grades K-12 grouped under the following themes: 1) Creating a Positive Self-Image, 2) Living with Others, 3) Appreciating Different Cultures, 4) Coping with Change.

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155.4 — Goodman, Mary Ellen. RACE AWARENESS IN YOUNG CHILDREN. Collier-Macmillan Ltd. 1964.

155.42 — Porter, Judith D. BLACK CHILD, WHITE CHILD: THE DEVELOPMENT OF RACIAL ATTITUDES. Harvard University Press, 1971.

155.45 — McDonald, Marjorie. NOT BY THE COLOR OF THEIR SKIN: THE IMPACT OF RACIAL DIFFERENCES ON THE CHILD'S DEVELOPMENT, 1970.

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